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PUBH 3330 - Modifying Health Behaviors

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
PUBH 3330: Modifying Health Behaviors
Spring 2015

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“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

~Margaret Mead

Course Description

This course is intended to introduce students to the learning and behavioral science theories that provide a framework for the practice of health education and promotion. Application of the theories to planning and implementing health promotion and education programs for individuals, groups, families, and communities will be emphasized. This course also introduces the students to various approaches to describing, explaining, and predicting health behaviors that have or are perceived to have significant effect on human health. *Prerequisite: PUBH 2130*

Course Objectives:

As a result of taking this course, each student should be able to accomplish the following objectives:

1. Describe various health behavior theories and discuss, in detail, the assumptions that underlie the model.
2. Given a particular set of circumstances regarding health behavior, the student can explain the behavior using a variety of theoretical models.
3. Discuss the relationships that exist between health attitudes and health behavior.
4. Predict health behavior given a set of circumstances regarding health knowledge and attitudes.
5. Given a particular health problem, the student can identify and explain the most likely action to be taken by a member of a designated group.
6. Identify and explain theoretical factors that should be considered when evaluating the potential usefulness of health behavior research findings.
7. Use theoretical concepts in health promotion programs to assist with needs assessments, program conceptualization, program implementation and program evaluation.

Required Textbook

Hayde, J. (2014). *Introduction to health behavior theory (2nd ed)*. Burlington, MA: Jones & Bartlett.

Recommended Texts

APA. (2009). *Publication manual of the American Psychological Association*. (6th ed). Washington, D.C.: Author.

National Cancer Institute. (2005). *Theory at a glance: A guide to health promotion practice* (2nd ed). available at <http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>.

Student Expectations and Responsibilities

1. Students are to be in class on time. After 5 minutes the door will be closed, if you are late please do not enter. You are responsible for all notes, classroom discussion, announcements, etc of what was covered on the day of your absence. IF you miss dates or other assignments because of a missed class, then you will receive a "0".
2. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a "0" be assigned for that exam, and an "F" for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an "F".

No make-up tests are given except for **a university excused absence with full documentation**. If you miss a test, you have one week to make the exam up. If it is not made up **within one week**, you will receive 0 points for the exam. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam.

3. The final exam is mandatory. The final exam must be completed by the university scheduled date and time. See course schedule.
4. Late assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted).
5. Please consult the STUDENT CONDUCT CODE 2014-15 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an "F" for the course.
6. The last day to drop without academic penalty is **March 9, 2015**.
7. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
8. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute,

transmit, display, or record notes from this class unless you have my written consent to do so.

9. If you are receiving services from the Student Disability Resource Center (SDRC), please notify me as soon as possible, to schedule an appointment to present me with our accommodation letter.
10. This course will use Folio (Desire 2 Learn) as a course supplement. You are responsible for all material uploaded online. To do well in this course you must check Folio regularly for any messages that I might have for you.
11. Read communication rules, technology requirements, netiquette requirements and other materials posted in the Course Information module. This module provides you important information regarding course requirements and course management.

Instructor Objective

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, or e-mail me at any time.

Folio Requirements

Folio will be used to deliver the course materials, activities, lectures, etc. Activities, supplemental readings, webcasts, lecture notes and other relevant information will be available through Folio. Please login to Folio the first week of class. If you have any problem please contact the help desk immediately. Although, there may be a glitch from time to time, it is your responsibility to notify the instructor and the help desk as soon as a problem is discovered. **Even if there is problem with Folio, this does not exempt you for the requirements of the course.** Each case will be evaluated individually by the instructor.

*****If it is posted in Folio it is IMPORTANT course material, be sure to read and review.***

Attendance

Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered. Attendance is highly recommended; however, if the student is unable to attend class please contact the instructor via email prior to class. The student is also responsible for the work missed during the day of absence. The instructor will be willing to meet with the student if clarification of missed material is needed; however, lecture will not be repeated. If a medical/family emergency occurs on the day of a scheduled assignment or exam the student must contact the instructor ***immediately***.

Course Evaluation

Exams (2 @100 pts)	200 pts
Class Activities/Participation	60 pts
Theory Research Poster	100 pts
Poster Project Updates	30 pts
Total Points	390 pts

351-390	A	90-100%
312-350	B	80-89%

273-313	C	70-79%
234-272	D	60-69%
0-233	F	0-59%

Assignments

Exams. All **exams (200 pts)** must be taken on scheduled dates according to the University policy. If a medical emergency should arise, please contact the instructor immediately. Exams may include multiple choice, true/false, matching, short answer and essay questions.

1. There will be two (2) examinations worth a total of 200 points (100 points each).
2. Unless documentation of special circumstances is provided before the exam, you will be allowed no more than 75 minutes from the start of the exam period to complete an exam (except for the final)
3. **MAKE UP EXAM POLICY**

Students are required to take exams as scheduled or announced in class. Makeup exams are rare and should not be expected. Makeup exams will be considered for the following: (1) an official GSU activity and (2) illness so severe that you were unable to take the exam as scheduled. In these rare instances, you must notify the instructor **PRIOR** to the scheduled examination. In addition, you must present an official university excuse or written documentation from a physician to the instructor prior to the exam and **NO LATER** than the class following the missed exam. If approved, the date and time for the makeup exam will be determined by the instructor. If you do not qualify for a makeup or if you miss the scheduled makeup exam, a zero (0) will be recorded for the exam grade.

Class Participation/Activities:

These activities will vary throughout the semester. A total of 12 activities will be completed; the due dates will be posted by the instructor in a timely manner. Activities will include things such as reflections, critiques, in-class group work, quizzes, webcast summations (some of the webcasts may require Real Player/RealOne), etc. Each activity will have specific instructions and criteria, so please read before completion (**12 @ 5 pts= 60 pts**).

Poor classroom engagement behavior includes sleeping with eyes open or closed, texting, earphones in, chatting, checking Fb or instagram, and other social media sites, emailing, etc. These behaviors are not considered “participating.”

Systematic Review Poster Presentation: A scholarly, well-prepared review on the scientific literature will be completed by the end of the semester. This review will be a modified version of a systematic review. The instructor will discuss this requirement in detail within the first 2 weeks of the course. Each student will choose a health behavior to examine. The student will search for articles that highlight interventions used to change the health behavior chosen. Each student will set inclusion and exclusion criteria for the review of literature. The student will review the articles and report on the common themes found regarding the interventions used to change the behavior. The presentation should be professional using APA format to reference sources (a minimum of 5 references is required). The font should be easily read (Arial or Times New Romans are recommended). The presentation layout should include the following major headings: **Introduction, Methodology, Results, Discussion, and Recommendations**. Sub-headings can be used if needed. A rubric is available in Folio. Please see rubric to identify grading criteria. A poster template will be provided by the instructor, please use this template to present the information. A student example will also be provided by the instructor (See Course Information).

Systematic Review Poster Project Updates (3): The purpose of the project updates is to allow students the opportunity to receive feedback on progress towards the final submission of the systematic review poster project. It is highly recommended that each student uses the updates to their benefit (**3 @ 10 pts = 30 pts.**).

Update #1 –**Introduction & Methodology**– Due 2/16

Update #2 – **Results**-Due 3/9

Update #3 –**Discussion & Recommendations**– 4/6

Requirements for Written Work

1. Papers must be typed. Papers will be unacceptable if the text is difficult to read. Please use 12 point font (Arial or Times New Roman), set all margins to 1 inch, and double space.
2. Correct all errors neatly. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the “s” from plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words. If you have the paper in final form and you detect any omission errors, you do not have to reprint the page. Simply make the correction neatly in ink.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult the APA Publication Manual (6th edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works of others, Use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of “0” for the assignment for the entire group if it is a group project and may result in a failure for the course. Refer to Georgia Southern’s Student Handbook for information about Academic Dishonesty.
8. Attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (6th edition) if you have any questions regarding citations or preparation of a reference list.

Tentative Course Schedule

Week 1: 1/12-1/16	Course Introduction and Syllabus Review Module 1: Health Behavior and its Theoretical Roots
Week 2: 1/19-1/23	Topic: What is Health Behavior? No Class Monday, January 19 th , MLK Day <i>Begin Reading Chapters 1&2</i> Review of Poster Presentation Project
Week 3: 1/26-1/30	Topic: Intro to Theory and Motivation to Behavior Change
Week 4: 2/2-2/6	Module 2: Introduction to Intrapersonal Theory <i>Read Chapter 4</i> Topic: Health Belief Model
Week 5: 2/9-2/13	Topic: Transtheoretical Model/Stages of Change Theory of Reasoned Action/Theory of Planned Behavior <i>Read Chapters 6&3</i>
Week 6: 2/16-2/20	Topic: TRA/TPB (cont). <i>Continue Chapter 3</i> Systematic Review Project Update #1 Due 2/16 Review for Midterm Exam
Week 7: 2/23-2/27	Module 3: Introduction to Interpersonal Theory <i>Read Chapter 7</i> Topic: Social Cognitive Theory Midterm Exam, 2/25
Week 8: 3/2-3/6	Topic: Social Cognitive Theory (cont). and Empowerment Theory
Week 9: 3/9-3/13	Module 4: Topic: Empowerment Theory Systematic Review Project Update #2 Due 3/9
Week 10: 3/16-3/20	NO CLASS-Spring Break
Week 11: 3/23-3/27	Module 5: Topic: Diffusion of Innovation, Health Communication <i>Read Chapter 8</i>
Week 12: 3/30-4/3	Topic: Diffusion of Innovation, Health Communication <i>Read Chapter 9</i>
Week 13: 4/6-4/10	Module 6: Ecological Models Topic: Ecological Perspective (SEM) & Community Organizing <i>Read Chapter 10</i> Systematic Review Project Update #3 Due 4/6
Week 14: 4/13-4/17	Topic: Social Capital Theory

Week 15: 4/20-4/24

Module 7: Program Planning

Read Chapter 11

Final Systematic Review Project Due 4/22

Week 16:4/27-5/1

Module 8: Topic: Evaluation & Choosing a Theory
Review for Final Exam

Finals Week

Final Exam Monday, Monday May 4th 3:00 PM-5:00 PM